

# **Spanish Defense Language Proficiency Test 5**

## **Familiarization Guide**



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## Introduction

This Familiarization Guide is designed to provide prospective examinees with information about the Spanish Defense Language Proficiency Test 5 (DLPT5) in multiple-choice format. This guide contains general information about the test design, the format of the test, its length, its content, the skills tested, and procedures used in scoring and reporting the scores. In addition, screen shots on what the examinees will see when taking the test on the computer as well as information on testing procedures are provided.

## Overview of the DLPT5

The DLPT5 is designed to assess the general language proficiency in reading and listening of native speakers of English who have learned a foreign language as a second language. The DLPT5 tests measure proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions, levels 0+ - 4 (see Appendix A). All DLPT5s will be delivered on the computer.

DLPT5s in many languages include both a Lower-Range test and an Upper-Range test. The Lower-Range test measures ILR proficiency levels 0+ - 3, while the Upper-Range measures ILR proficiency levels 3 - 4. Examinees will normally take the lower-range DLPT5; those who receive a score of 3 on this test may be eligible to take the upper-range test, depending on the policy of their institution. The DLPT5 will be used to make operational readiness, incentive pay, and training decisions for civilian and military language analysts in the United States government.

## Description of the Spanish DLPT5

### Lower-Range Test

- **Test Design**
  - The Lower-Range Reading Test contains approximately 60 questions with about 36 authentic passages. Each passage has up to 4 questions with four answer choices per question.
  - The Lower-Range Listening Test contains approximately 60 questions with about 40 authentic passages. Each passage has up to 2 questions

with four answer choices per question. In the test, passages at the beginning will be played once. After a certain point in the test, examinees will hear the passages twice before having to answer the questions.

- For research purposes, some questions are not scored. These questions do not count toward the final score the examinee receives. Examinees will not be told which questions are not scored.
- Examinees have 3 hours to complete the Reading Test and 3 hours to complete the Listening test. Approximately halfway through each test, examinees will be given a 15-minute break. The break does not count toward the test time. For the Listening Test, although the playing of the passages is controlled by the computer, examinees may take as much or as little time as they wish to answer the questions. Managing the time effectively is the examinee's responsibility, just as it is on the reading test.

- **Test Content**

- The Spanish DLPT5 is designed to measure proficiency in Spanish regardless of how it has been acquired. For this reason, and because of the broad proficiency orientation of the test, its content is not tied to any particular language-training program.
- The passages included in the test are sampled from authentic materials and real-life sources such as signs, newspapers, radio and television broadcasts, the Internet, etc.
- The passages cover a broad range of content areas, including social, cultural, political, economic, geographic, scientific, and military topics.

- **Test Format:** The test includes instructions on how to take the test, examples on how to answer the questions, and question sets containing the following parts:

- **Orientation:** This is a short statement in English that appears before each passage. Its purpose is to identify the context from which the passage is taken.
- **Passage:** This is the only element of the test that is in Spanish. The maximum length of a listening comprehension passage in the test is approximately 2 minutes. The maximum length of a reading comprehension passage is approximately 400 words. Most of the passages are much shorter than the maximum length.

- **Question statement:** Each individual question is based on the passage, is written in English, and is posed in the form of a complete question or an incomplete statement. The questions may ask about what is explicitly stated in the passage or, in some cases, what is implied in it. Occasionally, questions may ask about expressions that are used in the passage. The number of questions based on the passage is related to the length and complexity of the passage.
- **Answer choices:** Each question statement is followed by 4 answer choices, also written in English, only one of which is the best answer. Each answer choice is displayed on the screen with a button next to it that examinees will click to select that choice. Examinees can change their selection by clicking on a different button.

## Upper-Range Test

- **Test Design**

- The Upper-Range Reading Test contains approximately 36 questions with about 14 authentic passages. Each passage has up to 5 questions with four answer choices per question.
- The Upper-Range Listening Test contains approximately 36 questions with about 14 authentic passages. Each passage has up to 3 questions and four answer choices per question. All passages will be played twice.
- For research purposes, some questions are not scored. These questions do not count toward the final score the examinee receives. Examinees will not be told which questions are not scored.
- Examinees have 3 hours to complete the Reading Test and 3 hours to complete the Listening test. Approximately halfway through each test, examinees will be given a 15-minute break. The break does not count toward the test time. For the Listening Test, although the playing of the passages is controlled by the computer, examinees may take as much or as little time as they wish to answer the questions. Managing the time effectively is the examinee's responsibility, just as it is on the reading test.

- **Test Content**

- The test is designed to measure proficiency in Spanish regardless of how it has been acquired. For this reason, and because of the broad proficiency orientation of the test, its content is not tied to any particular language-training program.

- The passages included in the test are sampled from authentic materials and real-life sources such as signs, publications, radio and television broadcasts, the Internet, etc.
- The passages cover a broad range of content areas, including social, cultural, political, economic, geographic, scientific, and military topics.
- **Test Format:** The test includes instructions on how to take the test, examples on how to answer the questions, and question sets containing the following parts:
  - **Orientation:** This is a short statement in English that appears before each passage. Its purpose is to identify the context from which the passage is taken.
  - **Passage:** This is the only element of the test that is in Spanish. The maximum length of a listening comprehension passage in the test is approximately 2 minutes and 40 seconds. The maximum length of a reading comprehension passage is approximately 500 words.
  - **Question statement:** Each individual question is based on the passage, is written in English, and is posed in the form of a complete question or an incomplete statement. The questions may ask about what is explicitly stated in the passage or, in some cases, what is implied in it. Occasionally, questions may ask about expressions that are used in the passage. The number of questions based on the passage is related to the length and complexity of the passage.
  - **Answer choices:** Each question statement is followed by 4 answer choices, also written in English, only one of which is the best answer. Each answer choice is displayed on the screen with a button next to it that examinees will click to select that choice. Examinees can change their selection by clicking on a different button.

Because test security and confidentiality are extremely important, examinees should not discuss test content with anyone.

## Scoring

Examinee scores are reported in terms of ILR levels, including “plus” ratings. Lower-Range tests are intended to cover ILR levels 0+ through 3. Possible scores are 0, 0+, 1,

1+, 2, 2+, and 3. Upper-Range tests are intended to cover ILR levels 3 through 4. Possible scores are 3, 3+, and 4. Separate scores are reported for reading and listening.

Scores on either type of test reflect current functional language proficiency in reading and listening as defined in the ILR Skill Level Descriptions (see Appendix A). Scores do **not** reflect proficiency in speaking or writing, nor do they reflect examinees' job-related performance or ability to perform specific language-related tasks under special circumstance (e.g., reading or listening to a target language passage indefinitely many times with the aid of supplemental reference materials and information sources).

Scores on the test are based on the number of questions answered correctly. Since there is no penalty for incorrect answers, it is to the examinee's advantage to attempt to answer every question, even if it involves guessing.

## **Preparation for Taking the Spanish DLPT5**

The purpose of this publication is to familiarize prospective examinees with the Spanish DLPT5 multiple-choice format and general testing procedures. Other than carefully reading this guide so that the test instructions and format are familiar, there is very little to be gained from "studying" for the test. The best preparation for the Spanish DLPT5 is the acquisition of a solid base of general proficiency in Spanish, both through formal training, and language exposure and use in a variety of real-life language-use settings. Examinees should know that study aids (i.e., dictionaries, reference books, etc) are not permitted for this test.

## **Instructions for taking the Spanish DLPT5**

The purpose of this section is to familiarize prospective examinees with how to take the computer-based Spanish DLPT5 multiple-choice Reading and Listening tests. Test procedures and instructions for both the Reading and Listening tests are provided.

### **Test Procedures**

This section is to help prospective examinees become familiar with the test procedures of the Spanish DLPT 5 multiple-choice Reading and Listening tests. First, there will be a short description of what the examinees see before the actual test begins. Then screen shots of what examinees will see on the computer screen will be provided.

At the beginning of the test session, the examinee logs on to the system using a Common Access Card (CAC) or a user ID and password that were provided when the examinee registered to take the test. The examinee must click on the [CAC Logon] or [Submit] button before moving to the next screen.

**DLPT Testing**

**Candidate Logon**

The Test Administrator has successfully logged in.

CAC Log on	User ID & Password
<input type="button" value="CAC Logon"/>	User ID: <input type="text"/>
	Password: <input type="password"/>
	<input type="button" value="Submit"/>




The next screen provides a list of tests for which the examinee is eligible; the examinee selects the appropriate test from the list.

The screenshot displays a web application titled "DLPT Testing" with a header bar containing the DMDC logo, the text "Information and Technology for Better Decision Making", and the Department of Defense seal. Below the header, a section titled "Available Tests" lists two options: "Urdu Reading" and "Urdu Listening". Each option is accompanied by a "Take Test" button. The bottom half of the screen is a large blue gradient area.

Available Tests	
Urdu Reading	<a href="#">Take Test</a>
Urdu Listening	<a href="#">Take Test</a>

Once the test has been selected, a series of introductory screens appears. These screens contain the Privacy Act Statement, the Disclaimer for Defense language Institute Tests, the Test Administration Statement (of the examinee's ability to take the test at that time), and the Non-Disclosure Statement. The examinee must click on the indicated checkboxes under the Disclaimer and the Non-Disclosure Statement before moving to the next screen.

DLPT 5 Listening Comprehension Test for Russian Form A	
<p>DEPARTMENT OF DEFENSE</p> <p><b>Defense Language Proficiency Test 5</b></p> <p>Multiple Choice Format</p>  <p><b>Russian</b></p> <p>Language Code RU</p> <p><b>Listening Comprehension</b></p> <p><b>Form A</b></p>	<p><b>Please DO NOT START until told to do so.</b></p> <p>If you have difficulty with the instructions or any functions of this test, please raise your hand and the Test Administrator will assist you.</p> <p><b>FOR OFFICIAL USE ONLY</b></p> <p>Controlled Item (Test Material)</p> <p>Not to be shown to unauthorized persons Not to be reproduced without authority granted by the Commandant Defense Language Institute Foreign Language Center</p> <p><b>To begin the test, click the Begin button below.</b></p>
<a href="#">Help</a>	<a href="#">Begin</a>

Introduction: Screen 1 of 7

**Privacy Act Statement:**

Disclosure of requested information is solicited under the authority of Title 10, United States Code 3012, Executive Order 9397 and Army Regulation 600-2 and is mandatory. Social Security Number is used as the personal identifier number of all personnel under control of the Department of Defense, and is used in connection with updating information in official records and training files. Use of Social Security Number provides for objective scoring of Defense Language Institute tests, as the student's Social Security Number is the only identifier so as to maintain confidentiality when reporting test scores to students. Failure to provide Social Security Number may result in misidentification and non-credit for tests, and/or inadequate counseling and guidance.

**Disclaimer for Defense Language Institute Tests:**

Materials for this test come from authentic sources within the target culture. These sources often include conversations or written material of a controversial nature, which are essential for understanding world events. As a result, there may be topics, ideas, and language in the areas of politics, international relations, mores, etc. that may be considered contentious. The presence of controversial statements on a test should not be construed as representing the opinions of the test development team, the Defense Language Institute Foreign Language Center, or the Department of the Army.

☐ I confirm having read and understood both the Privacy Act Statement and the Disclaimer.

Click on the checkbox above to confirm.

[Help](#)

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**Test Administration Statement:**

I understand that I am not required to take the Dari Listening Comprehension Test at this time if there are extenuating circumstances, such as fatigue, illness, emotional distress, family or financial problems, etc., which may interfere with my performance on the test; and that the test will be administered at another time acceptable to me, the Test Administrator, and my unit commander.

**Non-Disclosure Statement:**

I understand that this test is **FOR OFFICIAL USE ONLY** and the unauthorized discussion, disclosure or possession of any part of this test is a violation of Article 92, Uniform Code of Military Justice, and will result in appropriate administrative action to fix responsibility for such unauthorized behavior with criminal sanctions of up to two years hard labor and dishonorable discharge for those involved. Such unauthorized discussion or disclosure refers to RELATING ANY ASPECT OF THIS TEST TO ANYONE, including an instructor, fellow service member, spouse, or class member.

☒ I confirm having read and understood both the Test Administration and the Non-Disclosure Statements.

Click on the checkbox above to confirm.

[Help](#)

Introduction: Screen 3 of 7

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The next few screens contain examples of the screen layout for examinees to familiarize themselves with the features of the test, instructions for taking the test and a sample test passage. The text and questions in these screens appear smaller than the text and questions on the actual test passages.

### Reading comprehension test

Example of screen layout for the reading comprehension test: The example text represents a generic foreign language; it is not meant to be legible. Explanations of the parts of the screen are provided.

**DLPT 5 Lower Range Reading Comprehension Test for Russian Form A**

**Example of Screen Layout**

Familiarize yourself with the features of this screen now.

**ORIENTATION STATEMENT**

- \*explains source of passage in English.

**FOREIGN LANGUAGE PASSAGE**

- \* Paragraphs are marked 1, 2, etc
- \* If a question asks about a specific word or phrase it is highlighted in red in the text.
- (The text shown here represents a generic foreign language. It is not meant to be legible.)
- \* A red line indicates the end of the passage.
- \* To see the entire passage you may need to scroll.

**DLPT 5 Multiple Choice Test for Reading Comprehension**

Language X Form x Section 1 of 3

from a magazine article

1. XXXXX YY XYXX XXXX YYX  
 XXXX YYX XXXX YYX XXXX YYX  
 XXXXXXXX XXXXXXXX XXXX  
 XX XX XYXX YYX XXXXXXXX.

2. XY XXXX XY XYXX XYX  
 XYXX XYXXXYXY XXXXXXXX  
 XXXX XY XYXY XYX XXXXX  
 XYXX XYXY XYX XXXXX  
 XYXY XYX XXXXXXXXXY XY  
 XXXXXXXX XYX XYXY XYX  
 XYX XXXXXXXX XYXX XYXY  
 XYXX XYXY XYXY XYXY  
 XYXX.

End of this passage

☐ Mark this passage for later consideration.

**TITLE BAR**

- \* indicates the test title and section.

**QUESTIONS**

- \* To choose an answer, click the button next to that choice.
- \* To change an answer, click the button next to a different choice.
- \* A red line indicates the end of the questions.

**STATUS BAR**

Passage 2 of 5

3 questions

Test ends in: 37:39

Go to:

Previous Passage    Next Passage

**NAVIGATION BUTTONS**

Back    Next

Passage #

Total # of Passages

# of Questions for this passage

Time remaining

Help

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Instructions screen for the reading comprehension test:

DLPT5 Lower Range Reading Comprehension Test for Language X Form A

INSTRUCTIONS

This test measures your reading comprehension in Language X. In taking the test you should do the following:

- Read the short statement before each passage that tells you where the passage came from.
- Read the Language X passage and the question or questions that follow carefully. The questions may be in the form of a question or an incomplete statement.
- For each question, choose the best answer from the four answer choices. The answer to each question may be stated overtly or only implied in the passage.
- Click on the button next to the answer you have chosen.
- Use the [Next] button at the bottom right of the screen to go to the next passage.
- **There is no penalty for guessing; therefore, it is to your advantage to answer all of the questions.**

---

**If you need help during the test, press the [Help] button in the lower left corner.**

**A Sample Passage follows on next page.**

Help

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Next

The next screen contains one sample passage with its associated question or questions.

Example of a reading sample passage:

DLPT 5 Lower Range Reading Comprehension Test for Russian Form A					
<p><b>Sample Passage</b></p> <p><i>An excerpt from a letter to the editor of a newspaper</i></p> <p>Я, как и многие москвичи, испытываю большие трудности в последнее время. В столице нелегко устроиться по специальности, особенно инженеру. Это всё потому, что институты и университеты каждый год выпускают тысячи специалистов, и каждый из них хочет остаться в Москве. Конкуренция очень высокая, и иногда нужны месяцы, чтобы найти работу.</p> <hr/> <p>End of this passage Mark this passage for later consideration. <input type="checkbox"/></p>	<p>S1. What is the writer concerned about?</p> <ul style="list-style-type: none"><li><input type="radio"/> Finding good employees nowadays in Moscow.</li><li><input type="radio"/> The cutthroat competition among university students.</li><li><input type="radio"/> The declining quality of teaching at many universities.</li><li><input type="radio"/> Securing employment in his field in Moscow.</li></ul> <hr/> <p>End of questions for Sample Passage</p>				
<table border="0"><tr><td><a href="#">Help</a></td><td>Sample Passage    1 question</td><td><a href="#">&lt;&lt; Back</a></td><td><a href="#">Next &gt;&gt;</a></td></tr></table>		<a href="#">Help</a>	Sample Passage    1 question	<a href="#">&lt;&lt; Back</a>	<a href="#">Next &gt;&gt;</a>
<a href="#">Help</a>	Sample Passage    1 question	<a href="#">&lt;&lt; Back</a>	<a href="#">Next &gt;&gt;</a>		

After the sample passage, the examinee clicks on the [Next] button and moves to the test start screen.

### Test Start Screen for the Reading Test

DLPT5 Lower Range Reading Comprehension Test for Language X Form A	
<p style="text-align: center;"><b>End-of-Test Review Information</b></p> <ul style="list-style-type: none"><li>• After the last passage, <i>if there is still time on the clock</i>, you will have the opportunity to review your answers before submitting the test.</li><li>• From the review page you will be able to jump to any given passage.</li><li>• You will be able to change any answer or respond to any questions you have not answered.</li><li>• Detailed instructions for this review will be given at the end of the test.</li></ul>	<p style="text-align: center;"><b>Start of Test</b></p> <ul style="list-style-type: none"><li>• This reading test section contains: 43 passages and 61 questions.</li><li>• You are allowed 3 hours to complete the test.</li><li>• There will be a break after 90 minutes. The break does not count against your time.</li><li>• When you are ready, click the [Start Test] button below.</li><li>• The screen will move to Passage 1 and the clock will begin.</li></ul>
<a href="#">Help</a> End of Instructions	Test ends in: 180:00 minutes <a href="#">Back</a> <a href="#">Start Test</a>



## Listening comprehension test

Example of screen layout for the listening comprehension test:

**DLPT 5 Lower Range Listening Comprehension Test for Language X Form A**

**Example of Screen Layout**

Familiarize yourself with the features of this screen now.

The screenshot shows a test interface with a dark blue header and footer. The main content area is white. The header contains the text 'DLPT 5 Multiple Choice Test for Listening Comprehension Language X Form x'. The main content area displays 'Passage A5' followed by an orientation statement: 'This passage is taken from a news broadcast.' Below this are two questions. Question 1 asks 'What does the author claim about his sources?' and has four radio button options. Question 2 asks 'What is the author's purpose in discussing this issue?' and has four radio button options. A red line follows the questions. Below the red line is the text 'End of this passage.' and a checkbox labeled 'Mark this passage for later consideration.' The footer contains a status bar with the following information: 'Passage 5 of 40', '2 questions', 'Test ends in: 178:02', and a 'Play Audio' button. The footer also includes 'Help' and 'Next' buttons.

**TITLE BAR**

- indicates the test title and form

**ORIENTATION STATEMENT**

- explains source of passage in English.

**QUESTIONS**

- To choose an answer, click the button next to that choice.
- To change your answer, click the button next to a different choice.
- A red line indicates the end of the questions.
- To see all the questions, you may need to scroll.

**STATUS BAR shows:**

- Current passage number
- Total number of passages
- Number of questions for current passage
- Timer Status
- Play Audio Button

**Passage 5 of 40**

**2 questions**

**Test ends in: 178:02**

**Play Audio**

**Passage #**  
Total # of Passages

**# of Questions**  
for this passage

**Time Remaining**

To hear the audio for a passage, click this button.

**Help**

**Introduction: Screen 5 of 7**

**Next**

The next two screens contain instructions for the listening comprehension test. Note that examinees may select their answers to the questions while the audio is playing.

DLPT 5 Lower Range Listening Comprehension Test for Language X Form A	
<h3>Test Sequence</h3> <ul style="list-style-type: none"><li>• When a passage screen opens, you will see its passage number, orientation statement, and the question or questions with their answer choices.</li><li>• At the bottom of the screen is a [Play Audio] button. When you click it, the audio will begin. The phrase 'Audio Playing' will be displayed in the status bar.</li><li>• You may answer questions at any time during the playing of the audio.</li><li>• You may not move to the next passage until the audio finishes playing. When the audio finishes, the [Next] button appears at the bottom of the screen. Click it when you are ready to move on to the next passage. . You will not be able to go back to previous passages until the end of the test.</li><li>• The [Help] button appears at the end of the audio playing for each passage. If you need help concerning a passage, click the [Help] button before moving to the next passage.</li></ul>	<h3>The Clock</h3> <ul style="list-style-type: none"><li>• The amount of time allotted for this test is 180 minutes ( 3 hours).</li><li>• There is a break in the middle of the test. It does not count against your time.</li><li>• It is your responsibility to keep track of where you are in the test, and how much time is remaining.</li></ul> <hr/> <p>BEFORE YOU PROCEED, adjust your volume.</p> <p><a href="#">Test Volume</a></p> <p>Click the [Test Volume] button to hear a short audio file.</p>
<a href="#">Help</a>	<a href="#">Back</a>

**ATTENTION: You should hear a voice reading the instructions below.**

**If the audio is not clear or loud enough, raise your hand now to alert the Test Administrator.**

- This test is intended to measure your listening comprehension. It contains a number of listening passages, and there are one or two questions based on each passage.
- When a passage screen opens, you will see a short statement in English that explains the context from which the passage was taken, and below that the question or questions associated with the passage.
- When you are ready to hear the passage, click on the [Play Audio] button located at the bottom right corner of the screen.
- You will then hear the short statement in English followed by the passage. Passages at the beginning of the test will be played only once. After a certain point in the test, passages will be played twice. You will be told when you reach that point. There will be a short tone signal between the two playings.
- You do not have to wait until the passage has finished playing to begin answering the questions. After hearing the passage you will be reminded to answer the question or questions. Read each question and its answer choices carefully. Some questions may be in the form of an incomplete statement.
- Based on what you have heard in the passage, choose the best answer to each question from among the four answer choices. The answer to each question may be stated overtly in the passage or only implied. Click on the button next to the answer you have chosen. You may change your answer by clicking on a different button.
- Use the [Next] button at the bottom right of the screen to go to the next passage.
- **There is no penalty for guessing, so it is to your advantage to answer all of the questions.**

---

**A sample passage follows on the next screen.**

**If you need help during the test, press the [Help] key.**

Example of listening sample questions (the sample passage audio is played while the screen is displayed):

DLPT 5 Lower Range Listening Comprehension Test for Language X Form A

Sample Passage S1

*This passage is a public announcement.*

1. What is one thing said about the event?

☐ It is open to the general public.

☐ It will have a tourism exhibit.

☐ It will offer a variety of goods at low prices.

☐ It features a variety of food stands.

End of questions for Sample Passage

Mark this passage for later consideration. ☐

Sample Passage 1 question

Play Audio

After the sample passage, the examinee clicks on the [Next] button and moves to the test start screen.

DLPT 5 Lower Range Listening Comprehension Test for Language X Form A	
<div><h3>End-of-Test Review Information</h3><ul style="list-style-type: none"><li>• At the end of the test, <i>if there is still time on the clock</i>, you will have the opportunity to review your answers before submitting the test.</li><li>• From the review page you will be able to jump to any given passage.</li><li>• You will be able to respond to any questions you have not answered, or change an answer.</li><li>• You <b>will not hear</b> the audio again during this review period.</li><li>• Detailed instructions for this review will be given at the end of the test.</li></ul><hr/></div>	<div><h3>Start of Test</h3><ul style="list-style-type: none"><li>• This listening test contains 40 passages and 61 questions.</li><li>• The test is 180 minutes (3 hours) long.</li><li>• There will be a 15 minute break after Passage 22. The break does not count against the total time allowed for the test.</li><li>• When you are ready, click the [Start Test] button below.</li><li>• The screen will move to Passage 1 and the clock will begin.</li></ul></div>
<div><a href="#">Help</a></div>	<div>End of Instructions      Test ends in 180:00      <a href="#">Back</a>      <a href="#">Start Test</a></div>

## End-of-Test Review Information

At the end of each test, a review screen appears for examinees to review their responses to the questions before submitting the test.

From the review page, examinees will be able to jump to any given passage.

They will be able to respond to any questions they have not answered, or they can change an answer.

The audio for the Listening Test will not be played again during this review period.

Example of the review screen:

DLPT 5 Lower Range Reading Comprehension Test for Russian Form A

End of Reading Test

- In the chart below, an asterisk (\*) in the Answer column means that you have answered a question.
- If you see the word **BLANK**, it means that **no answer** has been registered for this question.
- If you see an **X** next to a passage number, it means that you marked that passage for further consideration as you were taking the test.
- To review/change any answer, click the row below which corresponds to the question number.

Passage	Q #	Answer
1	1	*
2	2	*
3	3	*
4	4	*
5	5	*
6	6	*
7	7	*
8	8	*
9	9	*
10	10	Blank
11	11	*
X 12	12	*
13	13	*
14	14	*
15	15	*
16	16	*

Passage	Q #	Answer
17	17	Blank
18	18	Blank
19	19	*
20	20	*
21	21	*
22	22	*
23	23	Blank
24	24	*
25	25	*
26	26	*
27	27	*
28	28	*
29	29	*
30	30	*
31	31	*
32	32	*

Passage	Q #	Answer
29	33	*
30	34	*
31	35	*
32	36	*
33	37	*
34	38	*
35	39	*
36	40	*
37	41	*
38	42	*
39	43	Blank
40	44	*
41	45	*
42	46	*
43	47	*

Passage	Q #	Answer
38	48	*
39	49	*
40	50	*
41	51	*
42	52	*
43	53	*
44	54	*
45	55	*
46	56	*
47	57	*
48	58	*
49	59	*
50	60	*
51	61	*

- When you are satisfied and are ready to submit your test, click the [Submit] button below.

Review Answers

Test ends in: 176:56

Submit

## Spanish DLPT5 Reading Comprehension Sample Passages

### Level 1

*From the advice section of a magazine*

Dejar el grifo abierto mientras te lavas los dientes puede consumir mucha agua. Si solamente mojas el cepillo, te cepillas y después lo enjuagas, empleas sólo un litro.

1. What advice is given in this passage?

- (A) How to improve water quality.
- (B) How to avoid dehydration.
- (C) How to maintain good oral hygiene.
- (D) How to save on water.

The correct answer is **(D)**.

The passage is about saving water while brushing one's teeth; (D) is, therefore, the best answer. Neither (A) nor (B) are the best answer because they do not pertain to saving or conserving water. (C) is not the best answer because the focus of the advice is not on the importance of oral hygiene.

## **Level 2**

*From a letter to the editor about urban safety in Paraguay*

La semana pasada escribí sobre la agresividad creciente que se percibe en muchas esquinas de la ciudad a causa de la presencia de los "limpiavidrios", desvalidas personas que ofrecen sus servicios en las calles de la ciudad, estampando esponjas cargadas de agua sucia con jabón sobre el vidrio, a cambio de propinas.

Justamente ayer, a plena luz del día, en la esquina de Mariscal López y San Martín, un hombre no aceptó la propuesta de limpieza de su parabrisas por parte de una mujer, ya que acababa de lavarlo. Ésta, en un ataque de rabia por el rechazo, le golpeó el techo con el mango del escurridor y le rayó la pintura. El hombre se bajó para ver los daños y la mujer se le tiró encima. Al instante acudieron en su ayuda otras personas que le propinaron no sólo una paliza al conductor, sino que además un hombre sacó un cuchillo y lo apuñaló. Dejaron al conductor más muerto que vivo, tirado en la calle.

### **2. What recurring issue is the writer denouncing in his letter?**

- (A) Road rage is becoming a serious problem in the city.
- (B) The large number of peddlers creates a nuisance for traffic.
- (C) Homeless people continue to break into cars.
- (D) Street people keep forcing their services on motorists.

The correct answer is **(D)**.

The passage is a complaint about people who approach motorists, wash their windshields, and expect a tip; hence, (D) is the best answer. (A) is not the best answer because the only person described as angry is the windshield washer. (B) is not the best answer because the people are not selling anything and there is no mention of traffic problems. (C) is not the best answer because there is no mention in the passage of homeless/street people breaking into cars.



**3. Which of the following best describes what the woman did to the man?**

- (A) She pulled a knife on him.
- (B) She damaged his car.
- (C) She insulted him.
- (D) She got into his car.

The correct answer is **(B)**.

The passage says that the woman hit the car roof with her squeegee and scratched the paint, so (B) is the best answer. (A) is not the best answer because the person who pulled a knife was a man who came to help the woman, not the woman herself. (C) is not the best answer because there is no report of the woman saying anything insulting to the man. (D) is not the best answer because the woman did not get into the man's car.

### **Level 3**

*From an analysis on racial issues in a Mexican magazine*

Los acontecimientos relacionados con el conflicto de Chiapas plantean la necesidad de una profunda revisión de la política educativa del país en un tema que se rehúye: el racismo de nuestra sociedad. La presencia de los pueblos indígenas en la vida nacional, ganada a pulso, sin ningún respaldo, empieza a hacernos conscientes de las implicaciones del carácter multiétnico del país para la convivencia de unos mexicanos con otros y, por lo tanto, para la educación.

Hasta ahora la “educación intercultural” no ha pasado de ser un término técnico que figura en documentos oficiales de escasa circulación, se la ha entendido generalmente como orientación que afecta exclusivamente la educación de los indígenas, los cuales requieren ser preparados para ubicarse a la vez en su cultura mestiza dominante. En adelante, si somos congruentes, deberemos aplicar el término “intercultural” a la educación de todos los mexicanos y entenderlo en todos sus significados, y ahí nos toparemos con la realidad del racismo que no hemos querido afrontar. Certeramente un líder opositor señalaba este necesario cambio educativo al explicar el sentido último de la lucha indígena: “Que la derrota definitiva del racismo se convierta en una política de Estado, en una política educativa, en un sentimiento de toda la nación”.

El tema es difícil e incómodo. Difícil en sí por el problema de definir con precisión el racismo; incómodo porque a nadie le gusta ser exhibido como racista. Pero es necesario abordarlo si el país ha de cerrar por fin esta herida de su historia y encaminarse hacia nuevas formas de convivencia.

Por siglos los gobiernos nos han hecho creer que en México no hay racismo; nuestras leyes, se argumenta, son iguales para todos, el mestizaje hace patente la aceptación de los indígenas, nunca hemos visto aquí prácticas discriminatorias como las del sur de los Estados Unidos contra los negros o el sistema de castas de la India; las oportunidades sociales y económicas y los servicios públicos están abiertos a todos sin distinción. Con estas cortinas de humo se encubre la realidad de un racismo latente y cotidiano que arrastramos desde la colonia, vivo en las valoraciones colectivas, el lenguaje, el funcionamiento de las instituciones y sobre todo en la estructura social y económica del país que levanta barreras invisibles pero reales; las formas de discriminación racial contra los indígenas (y contra negros, chinos u otros grupos minoritarios) son muchas, francas o sutiles, y están profundamente arraigadas.

**4. In the first paragraph, the expression ganada a pulso means:**

- (A) Achieved by their own efforts.
- (B) Done out of sheer impulse.
- (C) Obtained despite the odds.
- (D) Earned after long suffering.

The correct answer is (A).

The expression “ganado a pulso” means “achieved by one’s own efforts”, so (A) is the best answer. The other answer choices do not reflect the element of self-sufficiency, so they are not the best answer.

**5. According to the author, in what way is intercultural education currently intended to serve the indigenous population?**

- (A) It increases their awareness of the realities they have to face in society.
- (B) It is a way of confronting the challenges created by their cultural differences.
- (C) It provides them with the means to function in the dominant culture.
- (D) It promotes the integration of indigenous traditions among Mexicans.

The correct answer is (C).

The second paragraph states that intercultural education has been understood as something for indigenous peoples who need special preparation to find a place in the dominant culture. Therefore, (C) is the best answer. (A) and (B) are not the best answer because the government does not acknowledge challenges, cultural differences, or difficult realities, and so there is no implication that intercultural education is designed to address them. (D) is not the best answer because no mention is made of integration of indigenous traditions in the context of education.

**6. What is the main challenge to finding a solution to the problem?**

- (A) Reaching consensus to overcome the differences.
- (B) Acknowledging that the problem exists.
- (C) Recognizing the reasons behind the problem.
- (D) Protecting the identity of each ethnic group.

The correct answer is **(B)**.

The last paragraph portrays the government as hindering progress by refusing to admit that there is a problem; the last sentence states that admitting the existence of the many underlying forms of racism is the first step towards eradicating them. Because the forms of racism may be subtle or not immediately obvious, it is clearly implied that understanding these situations specific to Mexico is part of admitting their existence; thus, (B) is the best answer. (A) is not the best answer because there is no mention or implication of a lack of consensus. (C) is not the best answer because the reasons behind the problem are not addressed as an issue; the author focuses on the situations themselves. (D) is not the best answer because particular ethnic groups are mentioned merely as examples; the point being made is about racism against all minority groups.

## **Level 4**

*An excerpt from an essay on medicine*

Uno de los avances técnicos más importantes de la medicina contemporánea ha sido la incorporación del Otro como persona enferma.

El Otro fue redescubierto como persona en el instante en que la fragmentación analítica de la ciencia natural parecía estar perdiendo de vista la inmovible unidad, el indescifrable núcleo que persistía más allá de los datos aislados. Eso fue llamado persona.

La ciencia médica, en cuanto trato terapéutico con el hombre enfermo, está siempre afectada en su proceder por una dualidad.

Es la dualidad de la objetivación científica y del encuentro interhumano.

La objetividad científica es heredera de la ciencia novecentista. Es una objetividad que se caracteriza por reconocer sólo aquello empírica y materialmente comprobable. La medicina del siglo XIX debió sus mayores progresos a la “espacialización” de la enfermedad. Cuando lo demoníaco, el maleficio o la fuerza oculta se transformaron en cosa alterada, en espacio físico, un gran avance se había dado en la comprensión de las causas y modos de ser de las enfermedades. En la época de la “patología celular” y de la anatomía patológica ello pudo ser eficazmente logrado. “He aquí, pudieron decir los contemporáneos, lo que la enfermedad es: es un órgano herido, una célula alterada, un cambio en la intimidad de los tejidos”. En otras palabras, es un “espacio” que enferma, un objeto.

Después de ganar para sí el espacio, en tanto instancia explicativa, el pensamiento médico conquistó también el tiempo. Había dolencias que no podían simplemente reducirse a una anatomía alterada. Dolencias que no se manifestaban materialmente por una forma alterada, mas por una función alterada, al menos en alguna etapa de su desarrollo.

Forma y función son dos conceptos no polares. No se oponen entre sí. Descienden de un tronco común. La función es sólo un acontecimiento de curso rápido, cuyos comportamientos o cambios se pueden medir en segundos, minutos, horas. La forma es un acontecimiento de curso más lento, cuyos cambios se pueden medir en términos de meses o años. Ambos son acontecimientos, movimientos. La adscripción categorial depende del instrumento de medición y de la escala de tiempo.

Cuando el pensamiento médico empezó a hablar, ya no de formas alteradas sino de funciones anómalas, el tiempo se había conquistado. La enfermedad ya no podía representarse como un cuadro estático, mas como un proceso. Un proceso que se da en la tenacidad del movimiento orgánico, intentando desviarle el rumbo, acelerarlo o atrasarlo. Detenido el proceso, a veces es posible pesquisar una forma alterada. Que es el mismo proceso, sólo que fosilizado.

La conquista del espacio y del tiempo para el pensamiento médico tenía las mejores posibilidades de ser la panacea del futuro.

Cuando se vio que la enfermedad podía ser derrotada, se supo que el objetivo de la medicina estaba todavía lejano. Que al derrotar la enfermedad, no se salvaba al hombre enfermo.

**7. How does the writer connect the concepts of scientific fragmentation and the person?**

- (A) As the person evolved as a concept, the unity of isolated scientific phenomena emerged.
- (B) Scientific fragmentation is the result of the interaction of the person with observable reality.
- (C) The person as entity is the end result of the fragmentary nature of scientific discourse.
- (D) The person represents the principle unifying the discreteness of scientific analysis.

The correct answer is **(D)**.

The first part of the passage concerns scientific fragmentation, which in medicine resulted in the perception of diseases and processes as independent entities; the concept of the person is the unity that persists beyond those isolated facts. Therefore, (D) is the best answer. (A) is not the best answer because the unification of isolated phenomena arose because of the concept of person, not merely simultaneously with it. (B) is not the best answer because although scientific fragmentation is portrayed as arising from an overemphasis on observable data, the concept of the person did not contribute to that development. (C) is not the best answer because although the concept of person arose during a period of scientific fragmentation, its discovery is not portrayed as causally connected to scientific fragmentation.

**8. According to the writer, what does the 19<sup>th</sup>-century concept of medical science represent?**

- (A) The discovery of the psychosomatic relationship of physical conditions to mental health.
- (B) The abandonment of diagnostic procedures based on purely traditional medical practice.
- (C) The identification of superstitious beliefs with their underlying corresponding causes.
- (D) The delimitation of factors that were previously defined in unclear supernatural terms.

The correct answer is **(D)**.

The passage discusses the 19<sup>th</sup>-century development of the concept of illness as a problem with a specific space, replacing the earlier notions of demons or occult forces as causes of illness. Therefore, (D) is the best answer. (A) is not the best answer because mental health is not discussed. (B) is not the best answer because diagnostic procedures are not discussed. (C) is not the best answer because although superstitious beliefs are mentioned, they are mentioned as displaced by the new theory rather than analyzed by it.

**9. How does the writer relate the concepts of space and time to the medical notions of disease?**

- (A) These concepts parallel the distinction between an injured organ itself and its improper functioning within the organism as a whole.
- (B) Space is conceived as the physical body as a whole, in contrast to its process of progressive deterioration through time.
- (C) These concepts describe the bidimensional nature of the disease process in terms of physical versus mental effects.
- (D) Space and time serve as a representation of the evolution of the medical sciences in a similar manner to that of the physical sciences.

The correct answer is (A).

The concept of space is introduced as referring to the part of the body affected by an illness. Time is introduced as a description of function, or the process of disease. Therefore, (A) is the best answer. (B) is not the best answer because space is clearly defined at the level of organs, cells, and structures, not the organism as a whole. (C) is not the best answer because both space and time are discussed in terms of physical illnesses, not mental illnesses. (D) is not the best answer because the physical sciences (physics) are not discussed in this passage.

**10. What does the writer mean by the expression la adscripción categorial in the seventh paragraph?**

- (A) The guiding principle that governs the measurement of physical conditions of a medical patient.
- (B) The precedent on which a medical diagnosis should be based according to the type of illness.
- (C) The manner in which a medical condition is viewed in terms of its quantitative parameters.
- (D) The taxonomic guideline for choosing diagnostic tools to insure a timely medical prognosis.

The correct answer is (C).

The paragraph deals with the concepts of form and function, claiming that both are events, but they are differentiated according to time: function is something that can change rapidly, whereas form develops over a longer period. The ascription of an illness to the category of form or function depends on the time scale, which is a quantitative parameter; therefore, (C) is the best answer. (A) is not the best answer because the paragraph is concerned with the nature of disease, not with the patient. (B) is not the best answer because the category under discussion is not types of illness, but form versus function, nor is the focus on medical diagnosis. (D) is not the best answer because diagnosis is not the focus, and prognosis is not mentioned.

## Spanish DLPT5 Listening Comprehension Sample Passages

*Note: Examinees will not see passage transcripts in an actual DLPT5 listening test.*

### Level 1

*This passage is from a conversation between two friends.*

Mujer 1:	Y, ¿qué tal tu hijo? ¿Ya encontró un departamento?
Mujer 2:	Sí, fíjate que encontró un departamento en el centro.
Mujer 1:	¡Qué bueno!
Mujer 2:	Y, va a compartir el departamento con 2 compañeros.
Mujer 1:	¿Quiénes son?
Mujer 2:	Oscar y Juan, dos amigos de la universidad.
Mujer 1:	Qué bien.

#### **1. What is the mother telling her friend?**

- (A) Her son visited friends in the city.
- (B) Her son decided to go to college.
- (C) Her son opened an office downtown.
- (D) Her son found a new apartment.

The correct answer is **(D)**.

In this conversation, the second woman says that her son found an apartment that he shares with two of his friends from the university, therefore (D) is the best answer. (A) (B) and (C) are not the best answers because nothing in the conversation leads to these assertions. The son lives with his two friends (he did not visit them); we do not know whether or not he goes to college; and there is no mention of the son opening an office.



## **Level 2**

*This passage is from an interview with Mexico's president on a radio talk program.*

Mujer: Señor presidente, tengo una inquietud. ¿Qué garantías tenemos los mexicanos que tenemos la ciudadanía americana también y que decidimos regresar a México a residir y a establecer con nuestros ahorros algún tipo de negocio? Al ingresar a México...con nuestro capital...¿tenemos que declararlo ante Hacienda y pagar impuestos de dicho capital?

Presidente: Eh...muchísimas gracias por la llamada. En México es muy bienvenida la inversión...y mucho más lo es cuando se trata de inversión de nuestros propios paisanos. Inclusive, tenemos un programa que llamamos tres por uno...a través del cual, cuando hay un grupo de paisanos o una persona en lo particular que viene a hacer una inversión en su pueblo...en su comunidad... y que viene a poner en marcha la generación de empleos, pues le acompañamos con un dólar por cada dólar que va a invertir tanto el gobierno estatal como el gobierno federal. Esto es para proyectos productivos en comunidades rurales...en comunidades marginadas donde urge esta inversión. Para inversiones mayores, ciertamente les damos la bienvenida. Yo creo que un capital eh, o una inversión como la que tú señalas no...no será sujeta de pago de impuesto inicial aquí en México, puesto que seguramente ese dinero está generado allá en los Estados Unidos...ha cubierto sus impuestos y para nosotros es una inversión nueva que será por demás bienvenida aquí al país.

### **2. What piece of information about Mexican-born US citizens does the woman want the president to clarify?**

- (A) Whether they will be taxed when starting a business in Mexico.
- (B) Whether they are guaranteed investment protection equal to that of Mexican citizens.
- (C) Whether they can invest in real estate in Mexico.
- (D) Whether they can receive government support when creating a business venture in Mexico.

The correct answer is **(A)**.

The woman asks whether Mexicans with American citizenship who return to Mexico to start a business need to declare their capital and pay taxes on it. Therefore, (A) is the best answer. (B) is not the best answer because although the president discusses government support, the woman does not ask about it. (C) is not the best answer because real estate is not mentioned as a specific investment. (D) is not the best answer because although the president discusses investments, the woman does not ask about them.

**3. According to the president, what government program has been implemented to help businesses?**

- (A) Taxes paid to a foreign country are deductible from Mexicans' investment income.
- (B) Social benefits are offered for jobs created in rural and underdeveloped areas.
- (C) Individuals who buy properties for business development receive tax breaks.
- (D) Government subsidies are given to businesses investing in developing areas.

The correct answer is **(D)**.

The president mentions a plan whereby the state and federal governments match individual business investments dollar-for-dollar in rural and marginal communities. This is a form of subsidy, so (D) is the best answer. (A) is not the best answer because nothing is said about the potential income from investments; the question is solely about money coming into Mexico for the purpose of investment. (B) is not the best answer because there is no mention of social benefits directly relating to newly-created jobs. (C) is not the best answer because although the president says that investments of money earned in the United States are not taxable, the tax break refers to the origin of the money, not the purpose for which it is invested – money earned in Mexico and invested in business development would presumably be subject to taxes.

### **Level 3**

*This passage is an excerpt from an interview with a Colombian senator about government and the constitution.*

Periodista: ¿No es mejor parecerse a Estados Unidos...a Alemania...a España...a Dinamarca?

Senador: Claro, es que nosotros tenemos nuestra propia idiosincrasia y nuestra propia historia...afortunadamente o desgraciadamente...pero la cultura europea nos ha pesado siempre...y hemos importado cultura jurídica...cultura política. Nosotros no tenemos instituciones propias. Nosotros no tenemos constitucionalismo propio. Nosotros seguramente exportamos buenos toreros...pero la filosofía alemana nos sigue pesando mucho...por eso tenemos que estar copiando todo...pues hagamos un esfuerzo...de perfeccionar nuestras propias instituciones de acuerdo a lo que nosotros somos.

Ya copiamos el régimen presidencialista...que ha sido bueno. Aquí tenemos unos príncipes y unos emperadores constitucionalizados...enmarcados en unos textos constitucionales...y el Presidente de la República es el Jefe de Gobierno, el Jefe de Estado, el Comandante General de las Fuerzas Armadas, el Jefe supremo de la Administración...bueno maravilloso. No nos ha ido tan mal...porque terminamos haciéndole el homenaje al caudillismo...que es...entre otras cosas otra de nuestras taras institucionales, pero de todas formas yo no creo que estos pasos se los pueda dar así de la noche a la mañana despedazando los textos constitucionales sin hacer unos estudios profundos de las incidencias que tienen estas reformas...Yo creo que hay muchísima improvisación y muchísima pasión política y muchísima euforia...le repito...transitoria. No estamos atemperándonos a unas realidades. ¿Mañana cambiamos la constitución entonces cuando el presidente sea malo para prohibir la religión?

**4. What point does the senator make about European political culture?**

- (A) It has changed the way Colombians look at their government institutions.
- (B) It has been a factor in the marginalization of Colombia's native cultural traditions.
- (C) It continues to play a significant role in the Colombian political system.
- (D) It continues to influence the implementation of new constitutional amendments.

The correct answer is (C).

The senator says that European culture has always been important and that they have imported political culture. Therefore, (C) is the best answer. (A) is not the best answer because the senator says that European culture has been a factor since the beginning, so Colombians never had a different way of looking at their government institutions. (B) is not the best answer because the discussion is about political rather than cultural institutions. (D) is not the best answer because the discussion of amendments to the constitution deals with purely local traditions rather than European influences.

**5. What observation does the senator make about adopted constitutional precepts from Western government models?**

- (A) They have been instrumental in the preservation of Colombian democratic values.
- (B) They have been fundamental in slowly changing the autocratic nature of Colombian leadership.
- (C) Despite their adoption, Colombia reverts to deep-rooted approaches of governance.
- (D) Despite their limitations, Colombian governments have been able to implement political reforms.

The correct answer is (C).

The senator refers to the importation of the presidential style of regime, in which the president is the head of government, the head of state, and the commander of the armed forces. He points out that this system is a façade for Colombia's autocratic tendencies. Therefore, (C) is the best answer. (A) is not the best answer because the senator does not say or imply that Colombians have native democratic values. (B) is not the best answer because the senator believes Western government models reinforce, rather than undermine, autocratic tendencies. (D) is not the best answer because the senator does not speak about political reform when referencing to constitutional precepts.

## **Level 4**

*This passage is from a lecture by a professor on social politics.*

Nos encontramos ante la confrontación, tantas veces reproducida, entre la realidad empírica, fenomenológica y prosaica, y la idea pura fundamental desde la cual nos referimos a esa realidad para conceptualizarla. Ideas que, como las de la democracia o las del comunismo, se nos presentan como dadas en orden distinto del orden de la concatenación de las partes de la realidad empírica: el orden de las esencias o fundamentos metaméricos, es decir, los fundamentos situados más allá de las partes que constituyen la realidad empírica y que por tanto sólo son accesibles a la teoría pura.

Y el modo más expeditivo de que disponemos para interpretar la relación entre esos dos órdenes, de suerte que podamos alejarnos del modo metafísico, que transfiere el orden ideal a un lugar, incluso a una mente dividida, es el de la reducción psicológica.

Las ideas conformadoras serán identificadas sencillamente con nuestros ideales psicológicos, con los proyectos, planes o programas que brotan de las conciencias subjetivas, o de los cerebros, en su caso, da lo mismo, de los ciudadanos; las realidades empíricas serán los materiales que sólo parcialmente habríamos logrado conformar, pero que delatarán siempre la presencia de la idea en función de la cual se conformaron. Acaso una tal presencia resultará estar a una excesiva distancia, en una lejanía que muchos considerarán insalvable. Ello no suprimiría la importancia de la idea utópica de la democracia - o del comunismo en su caso. Porque la utopía, a la vez que sirve para interpretar las realidades empíricas que, con todas sus impurezas y defectos - “déficits” -se organiza bajo su inspiración, sirve también de guía para nuestra acción en marcha y de alimento de nuestro horizonte futuro, “Principio Esperanza”.

Ahora bien, esta ramplona transcripción psicológica de la confrontación entre realidades empíricas e ideas, tan frecuentemente utilizadas por los políticos en ejercicio, como justificación de la inclusión de la utopía en sus programas, no es sólo superficial, sino también, por así decirlo, taimada.

**6. According to the speaker, how do people reach an understanding of the relationship of the two orders discussed at the beginning?**

- (A) By accepting the nature of their true metaphysical components.
- (B) By integrating them into our conceptual framework.
- (C) By comprehending those concepts at a high level of abstraction.
- (D) By isolating the uniqueness of their conceptual foundations.

The correct answer is **(B)**.

The speaker begins by discussing the confrontation between empirical reality and the ideas and theories we use to conceptualize it, and he says that the most expeditious way to understand the relation between reality and theory is psychological reduction, a simplification relating reality and theory to our own experiences and ideas. Therefore, (B) is the best answer. (A) is not the best answer because the speaker says that we tend to distance ourselves from the metaphysical mode of thinking. (C) is not the best answer because the speaker talks of making the concepts more concrete, not more abstract. (D) is not the best answer because the reduction places both reality and theory on a similar conceptual foundation.

**7. According to the speaker, what is the connection between empirical reality and Utopian ideals?**

- (A) Both are interpreted by similar fundamental sociopolitical values.
- (B) Empirical reality contradicts the implementation of Utopian ideals.
- (C) Both have working principles that enable them to be interdependent.
- (D) Utopian ideals are essential to our ability to understand empirical reality.

The correct answer is **(D)**.

Towards the end of the excerpt, the speaker discusses Utopia as an idea that many would consider unreachable. He points out that the desire to reach Utopia and our notion of what Utopia actually is serve to color our view of reality, and in particular, blind us to its defects. Therefore, (D) is the best answer. (A) is not the best answer because Utopian ideals do not exist independent of sociopolitical values, but rather are created by them. (B) is not the best answer because the speaker says that Utopian ideals are necessary to provide people with future goals and hope, not that one order contradicts the other. (C) is not the best answer because the principles underlying empirical reality and Utopian ideals are quite different, and the emphasis is on the affect of Utopian ideals on empirical reality, not vice versa.

## Appendix A: Interagency Language Roundtable Language Skill Level Description

### Preface

The following descriptions of proficiency levels 0, 1, 2, 3, 4, and 5 characterize spoken-language use. Each higher level implies control of the previous levels' functions and accuracy. The designation 0+, 1+, 2+, etc. will be assigned when proficiency substantially exceeds one skill level and does not fully meet the criteria for the next level. The "plus-level" descriptions, therefore, are subsidiary to the "base-level" descriptions.

A skill level is assigned to a person through an authorized language examination. Examiners assign a level on a variety of performance criteria exemplified in the descriptive statements. Therefore, the examples given here illustrate, but do not exhaustively describe, either the skills a person may possess or situations in which he/she may function effectively.

Statements describing accuracy refer to typical stages in the development of competence in the most commonly taught languages in formal training programs. In other languages, emerging competence parallels these characterizations, but often with different details.

Unless otherwise specified, the term "native speaker" refers to native speakers of a standard dialect.

"Well-educated," in the context of these proficiency descriptions, does not necessarily imply formal higher education. However, in cultures where formal higher education is common, the language-use abilities of persons who have had such education is [sic] considered the standard. That is, such a person meets contemporary expectations for the formal, careful style of the language, as well as a range of less formal varieties of the language.

These descriptions may be further specified by individual agencies to characterize those aspects of language-use performance which are of insufficient generality to be included here.

## Interagency Language Roundtable Language Skill Level Descriptions: Listening

### Listening 0 (No Proficiency)

No practical understanding of the spoken language. Understanding is limited to occasional isolated words with essentially no ability to comprehend communication. (Has been coded L-0 in some nonautomated applications. [Data Code 00])

### Listening 0+ (Memorized Proficiency)

Sufficient comprehension to understand a number of memorized utterances in areas of immediate needs. Slight increase in utterance length understood but requires frequent long pauses between understood phrases and repeated requests on the listener's part for repetition. Understands with reasonable accuracy only when this involves short memorized utterances or formulae. Utterances understood are relatively short in length. Misunderstandings arise due to ignoring or inaccurately hearing sounds or word endings (both inflectional and non-inflectional), distorting the original meaning. Can understand only with difficulty even such people as teachers who are used to speaking with non-native speakers. Can understand best those statements where context strongly supports the utterance's meaning. Gets some main ideas. (Has been coded L-0+ in some nonautomated applications.) [Data Code 06]

#### Listening 1 (Elementary Proficiency)

Sufficient comprehension to understand utterances about basic survival needs and minimum courtesy and travel requirements in areas of immediate need or on very familiar topics, can understand simple questions and answers, simple statements and very simple face-to-face conversations in a standard dialect. These must often be delivered more clearly than normal at a rate slower than normal with frequent repetitions or paraphrase (that is, by a native used to dealing with foreigners). Once learned, these sentences can be varied for similar level vocabulary and grammar and still be understood. In the majority of utterances, misunderstandings arise due to overlooked or misunderstood syntax and other grammatical clues. Comprehension vocabulary inadequate to understand anything but the most elementary needs. Strong interference from the candidate's native language occurs. Little precision in the information understood owing to the tentative state of passive grammar and lack of vocabulary. Comprehension areas include basic needs such as: meals, lodging, transportation, time and simple directions (including both route instructions and orders from customs officials, policemen, etc.). Understands main ideas. (Has been coded L-1 in some nonautomated applications.) [Data Code 10]

#### Listening 1+ (Elementary Proficiency, Plus)

Sufficient comprehension to understand short conversations about all survival needs and limited social demands. Developing flexibility evident in understanding a range of circumstances beyond immediate survival needs. Shows spontaneity in understanding by speed, although consistency of understanding is uneven. Limited vocabulary range necessitates repetition for understanding. Understands more common time forms and most question forms, some word order patterns, but miscommunication still occurs with more complex patterns. Cannot sustain understanding of coherent structures in longer utterances or in unfamiliar situations. Understanding of descriptions and the giving of precise information is limited. Aware of basic cohesive features (e.g., pronouns, verb inflections) but many are unreliably understood, especially if less immediate in reference. Understanding is largely limited to a series of short, discrete



utterances. Still has to ask for utterances to be repeated. Some ability to understand facts. (Has been coded L-1+ in some nonautomated applications.) [Data Code 16]

#### Listening 2 (Limited Working Proficiency)

Sufficient comprehension to understand conversations on routine social demands and limited job requirements. Able to understand face-to-face speech in a standard dialect, delivered at a normal rate with some repetition and rewording, by a native speaker not used to dealing with foreigners, about everyday topics, common personal and family news, well-known current events and routine office matters through descriptions and narration about current, past and future events; can follow essential points of discussion or speech at an elementary level on topics in his/her special professional field. Only understands occasional words and phrases of statements made in unfavorable conditions, for example through loudspeakers outdoors. Understands factual content. Native language causes less interference in listening comprehension. Able to understand facts; i.e., the lines but not between or beyond the lines. (Has been coded L-2 in some nonautomated applications.) [Data Code 20]

#### Listening 2+ (Limited Working Proficiency, Plus)

Sufficient comprehension to understand most routine social demands and most conversations on work requirements as well as some discussions on concrete topics related to particular interests and special fields of competence. Often shows remarkable ability and ease of understanding, but under tension or pressure may break down. Candidate may display weakness or deficiency due to inadequate vocabulary base or less than secure knowledge of grammar and syntax. Normally understands general vocabulary with some hesitant understanding of everyday vocabulary still evident. Can sometimes detect emotional overtones. Some ability to understand implications. (Has been Coded L-2+ in some nonautomated applications.) [Data Code 26]

#### Listening 3 (General Professional Proficiency)

Able to understand the essentials of all speech in a standard dialect including technical discussions within a special field. Has effective understanding of face-to-face speech, delivered with normal clarity and speed in a standard dialect on general topics and areas of special interest; understands hypothesizing and supported opinions. Has broad enough vocabulary that rarely has to ask for paraphrasing or explanation. Can follow accurately the essentials of conversations between educated native speakers, reasonably clear telephone calls, radio broadcasts, news stories similar to wire service reports, oral reports, some oral technical reports and public addresses on non-technical subjects; can understand without difficulty all forms of standard speech concerning a special professional field. Does not understand native speakers if they speak very quickly or use some slang or dialect. Can often detect emotional overtones. Can understand implications. (Has been coded L-3 in some nonautomated applications.) [Data Code 30]

#### Listening 3+ (General Professional Proficiency, Plus)

Comprehends most of the content and intent of a variety of forms and styles of speech pertinent to professional needs, as well as general topics and social conversation. Ability to comprehend many sociolinguistic and cultural references. However, may miss some subtleties and nuances. Increased ability to comprehend unusually complex structures in lengthy utterances and to comprehend many distinctions in language tailored for different audiences. Increased ability to understand native speakers talking quickly, using nonstandard dialect or slang; however, comprehension is not complete. Can discern some relationships among sophisticated listening materials in the context of broad experience. Can follow some unpredictable turns of thought readily, for example, in informal and formal speeches covering editorial, conjectural and literary material in subject matter areas directed to the general listener. (Has been coded L-3+ in some nonautomated applications.) [Data Code 36]

#### Listening 4 (Advanced Professional Proficiency)

Able to understand all forms and styles of speech pertinent to professional needs. Able to understand fully all speech with extensive and precise vocabulary, subtleties and nuances in all standard dialects on any subject relevant to professional needs within the range of his/her experience, including social conversations; all intelligible broadcasts and telephone calls; and many kinds of technical discussions and discourse. Understands language specifically tailored (including persuasion, representation, counseling and negotiating) to different audiences. Able to understand the essentials of speech in some non-standard dialects. Has difficulty in understanding extreme dialect and slang, also in understanding speech in unfavorable conditions, for example through bad loudspeakers outdoors. Can discern relationships among sophisticated listening materials in the context of broad experience. Can follow unpredictable turns of thought readily, for example, in informal and formal speeches covering editorial, conjectural and literary material in any subject matter directed to the general listener. (Has been coded L-4 in some nonautomated applications.) [Data Code 40]

#### Listening 4+ (Advanced Professional Proficiency, Plus)

Increased ability to understand extremely difficult and abstract speech as well as ability to understand all forms and styles of speech pertinent to professional needs, including social conversations. Increased ability to comprehend native speakers using extreme nonstandard dialects and slang, as well as to understand speech in unfavorable conditions. Strong sensitivity to sociolinguistic and cultural references. Accuracy is close to that of the well-educated native listener but still not equivalent. (Has been coded L-4+ in some nonautomated applications.) [Data Code 46]

#### Listening 5 (Functionally Native Proficiency)

Comprehension equivalent to that of the well-educated native listener. Able to understand fully all forms and styles of speech intelligible to the well-educated native listener, including a number of regional and illiterate dialects, highly colloquial speech and conversations and discourse distorted by marked interference from other noise.

Able to understand how natives think as they create discourse. Able to understand extremely difficult and abstract speech. (Has been coded L-5 in some nonautomated applications.) [Data Code 50]

## Interagency Language Roundtable Language Skill Level Descriptions: Reading

### R-0: Reading 0 (No Proficiency)

No practical ability to read the language. Consistently misunderstands or cannot comprehend at all. [Data Code 00]

### R-0+: Reading 0+ (Memorized Proficiency)

Can recognize all the letters in the printed version of an alphabetic system and high-frequency elements of a syllabary or a character system. Able to read some or all of the following: numbers, isolated words and phrases, personal and place names, street signs, office and shop designations. The above often interpreted inaccurately. Unable to read connected prose. [Data Code 06]

### R-1: Reading 1 (Elementary Proficiency)

Sufficient comprehension to read very simple connected written material in a form equivalent to usual printing or typescript. Can read either representations of familiar formulaic verbal exchanges or simple language containing only the highest frequency structural patterns and vocabulary, including shared international vocabulary items and cognates (when appropriate). Able to read and understand known language elements that have been recombined in new ways to achieve different meanings at a similar level of simplicity. Texts may include descriptions of persons, places or things: and explanations of geography and government such as those simplified for tourists. Some misunderstandings possible on simple texts. Can get some main ideas and locate prominent items of professional significance in more complex texts. Can identify general subject matter in some authentic texts. [Data Code 10]

### R-1+: Reading 1+ (Elementary Proficiency, Plus)

Sufficient comprehension to understand simple discourse in printed form for informative social purposes. Can read material such as announcements of public events, simple prose containing biographical information or narration of events, and straightforward newspaper headlines. Can guess at unfamiliar vocabulary if highly contextualized, but with difficulty in unfamiliar contexts. Can get some main ideas and locate routine information of professional significance in more complex texts. Can follow essential points of written discussion at an elementary level on topics in his/her special professional field.

In commonly taught languages, the individual may not control the structure well. For example, basic grammatical relations are often misinterpreted, and temporal reference may rely primarily on lexical items as time indicators. Has some difficulty with the

cohesive factors in discourse, such as matching pronouns with referents. May have to read materials several times for understanding. [Data Code 16]

#### R-2: Reading 2 (Limited Working Proficiency)

Sufficient comprehension to read simple, authentic written material in a form equivalent to usual printing or typescript on subjects within a familiar context. Able to read with some misunderstandings straightforward, familiar, factual material, but in general insufficiently experienced with the language to draw inferences directly from the linguistic aspects of the text. Can locate and understand the main ideas and details in material written for the general reader. However, persons who have professional knowledge of a subject may be able to summarize or perform sorting and locating tasks with written texts that are well beyond their general proficiency level. The individual can read uncomplicated, but authentic prose on familiar subjects that are normally presented in a predictable sequence which aids the reader in understanding. Texts may include descriptions and narrations in contexts such as news items describing frequently occurring events, simple biographical information, social notices, formulaic business letters, and simple technical material written for the general reader. Generally the prose that can be read by the individual is predominantly in straightforward/high-frequency sentence patterns. The individual does not have a broad active vocabulary (that is, which he/she recognizes immediately on sight), but is able to use contextual and real-world cues to understand the text. Characteristically, however, the individual is quite slow in performing such a process. Is typically able to answer factual questions about authentic texts of the types described above. [Data Code 20]

#### R-2+: Reading 2+ (Limited Working Proficiency, Plus)

Sufficient comprehension to understand most factual material in non-technical prose as well as some discussions on concrete topics related to special professional interests. Is markedly more proficient at reading materials on a familiar topic. Is able to separate the main ideas and details from lesser ones and uses that distinction to advance understanding. The individual is able to use linguistic context and real-world knowledge to make sensible guesses about unfamiliar material. Has a broad active reading vocabulary. The individual is able to get the gist of main and subsidiary ideas in texts which could only be read thoroughly by persons with much higher proficiencies. Weaknesses include slowness, uncertainty, inability to discern nuance and/or intentionally disguised meaning. [Data Code 26]

#### R-3: Reading 3 (General Professional Proficiency)

Able to read within a normal range of speed and with almost complete comprehension a variety of authentic prose material on unfamiliar subjects. Reading ability is not dependent on subject matter knowledge, although it is not expected that the individual can comprehend thoroughly subject matter which is highly dependent on cultural knowledge or which is outside his/her general experience and not accompanied by explanation. Text-types include news stories similar to wire service reports or

international news items in major periodicals, routine correspondence, general reports, and technical material in his/her professional field; all of these may include hypothesis, argumentation and supported opinions. Misreading rare. Almost always able to interpret material correctly, relate ideas and "read between the lines," (that is, understand the writers' implicit intents in text of the above types). Can get the gist of more sophisticated texts, but may be unable to detect or understand subtlety and nuance. Rarely has to pause over or reread general vocabulary. However, may experience some difficulty with unusually complex structure and low frequency idioms. [Data Code 30]

R-3+: Reading 3+ (General Professional Proficiency, Plus)

Can comprehend a variety of styles and forms pertinent to professional needs. Rarely misinterprets such texts or rarely experiences difficulty relating ideas or making inferences. Able to comprehend many sociolinguistic and cultural references. However, may miss some nuances and subtleties. Able to comprehend a considerable range of intentionally complex structures, low frequency idioms, and uncommon connotative intentions, however, accuracy is not complete. The individual is typically able to read with facility, understand, and appreciate contemporary expository, technical or literary texts which do not rely heavily on slang and unusual items. [Data Code 36]

R-4: Reading 4 (Advanced Professional Proficiency)

Able to read fluently and accurately all styles and forms of the language pertinent to professional needs. The individual's experience with the written language is extensive enough that he/she is able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references. Able to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment). Able to read and understand the intent of writers' use of nuance and subtlety. The individual can discern relationships among sophisticated written materials in the context of broad experience. Can follow unpredictable turns of thought readily in, for example, editorial, conjectural, and literary texts in any subject matter area directed to the general reader. Can read essentially all materials in his/her special field, including official and professional documents and correspondence. Recognizes all professionally relevant vocabulary known to the educated non-professional native, although may have some difficulty with slang. Can read reasonably legible handwriting without difficulty. Accuracy is often nearly that of a well-educated native reader. [Data Code 40]

R-4+: Reading 4+ (Advanced Professional Proficiency, Plus)

Nearly native ability to read and understand extremely difficult or abstract prose, a very wide variety of vocabulary, idioms, colloquialisms and slang. Strong sensitivity to and understanding of sociolinguistic and cultural references. Little difficulty in reading less than fully legible handwriting. Broad ability to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural,

political, or social environment) is nearly that of a well-read or well-educated native reader. Accuracy is close to that of the well-educated native reader, but not equivalent. [Data Code 46]

#### R-5: Reading 5 (Functionally Native Proficiency)

Reading proficiency is functionally equivalent to that of the well-educated native reader. Can read extremely difficult and abstract prose; for example, general legal and technical as well as highly colloquial writings. Able to read literary texts, typically including contemporary avant-garde prose, poetry and theatrical writing. Can read classical/archaic forms of literature with the same degree of facility as the well-educated, but non-specialist native. Reads and understands a wide variety of vocabulary and idioms, colloquialisms, slang, and pertinent cultural references. With varying degrees of difficulty, can read all kinds of handwritten documents. Accuracy of comprehension is equivalent to that of a well-educated native reader. [Data Code 50]